

**UNITED STATES DEPARTMENT OF STATE**

*Bureau of Educational and Cultural Affairs*

*Office of Academic Exchange Programs*

**STUDY OF THE UNITED STATES INSTITUTES FOR STUDENT LEADERS  
ON U.S. HISTORY AND GOVERNMENT**

*Reference Number: ECA/A/E/USS-11-10*

**Project Objectives, Goals, and Implementation (POGI)**

The POGI guidelines apply specifically to the Request for Grant Proposal (RFGP) issued by the **Office of Academic Exchange Programs, Study of the United States Branch**, for the **Study of the U.S. Institutes for Student Leaders on U.S. History and Government**. Proposals must conform to the RFGP, the guidelines stated in this document, and the standard Proposal Submission Instructions (PSI). Applications not adhering to the conditions set forth herein may be deemed technically ineligible. These guidelines are specific to the program mentioned above and are IN ADDITION TO the standard guidelines outlined in the PSI. If there is a perceived disparity between the PSI, the POGI, and RFGP, the RFGP is to be the dominant reference.

The deadline for this open competition is December 03, 2010. For further information on the program, contact Program Officer Amy M. Rustan at (202) 632-3337; FAX: (202) 632-9411; e-mail address: RustanAM@state.gov.

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I.

STATEMENT OF WORK

A. Recipient Responsibilities

The recipient will:

1. Design and oversee a five-week academic program in the U.S. for six groups of undergraduate students from selected countries in the Western Hemisphere; the recipient may also conduct up to two of the six institutes;
2. Provide and monitor sub-awards to the selected host institutions to conduct the institutes, if applicable;
3. Coordinate logistical arrangements for participants such as pre-departure information, airport pick-up and drop-off, lodging and meals, medical treatment, the disbursement of program funds, and arrange and pay for all domestic travel;
4. Provide programmatic and administrative oversight of the overall program and the participants, including ongoing management and administrative oversight of selected host institutions;
5. Ensure that all Institutes meet comparable and high levels of quality in fulfilling program goals;
6. Provide syllabi and detailed agendas for each of the six institutes to ECA for approval;
7. Keep ECA fully and currently informed, and consult with ECA about how programs and operations are being administered, any problems or deficiencies, and the necessity for, and progress of, corrective action;
8. Monitor individual host institution programs and resolve any administrative or programmatic issues, in coordination with ECA;
9. Be responsible for fiscal management of all ECA and other funds used in the implementation of its activities;
10. Assemble reports from sub-awardees, both financial and programmatic, into a single report and provide it to ECA; and
11. Issue participant DS-2019 forms (if the recipient has J-1 visa designation) and mail them to the corresponding U.S. embassies and consulates who will issue the J-1 visa for the participants.

B. Department of State Responsibilities

The Department of State will:

1. Recruit and select program participants, in cooperation with U.S. Embassies, Consulates, and/or Fulbright Commissions;
2. Coordinate all communications between the recipient and participating overseas posts;
3. Arrange and pay for round-trip international travel from home countries to the host institution;
4. Enroll participants in the accident and sickness program for exchanges (ASPE) for the duration of the program; issue health benefits identification cards; mail the cards, informational brochures and claims forms to the respective host institutions; and provide guidance on health care and the benefits programs to sub-awardees;
5. Approve syllabi and agendas and provide advice and assistance to the recipient (and directly to host institutions, if necessary) at all times;
6. Work with the recipient to publicize the program through various media outlets;
7. Monitor and evaluate the program, as necessary, through a site visit and/or debriefing session; and
8. Issue DS 2019 forms to participants if the recipient does not have J-1 visa designation.

## II.

## PROGRAM SPECIFIC GUIDELINES

### A. Overview

The Study of the United States Institutes for Student Leaders on U.S. History and Government should provide six groups of up to 20 students each from selected countries of the Western Hemisphere with an imaginatively designed academic program and integrated study tour, whose principal objective is to illuminate the history and evolution of U.S. society, culture, and values, broadly defined. In this context, the Institutes should focus on contemporary American life, as it is shaped by historical and/or current political, social, and economic issues and debates. The role and influence of principles and values in American society, such as democracy, the rule of law, individual rights, freedom of expression, equality, and diversity and tolerance should also be addressed.

In addition to promoting a better understanding of the United States, an important objective of each Institute is to develop the participants' leadership and collective problem-solving skills. In this context, the program should include community service activities, as well as group discussions, training, and exercises focusing on such topics as leadership, teambuilding, effective communication, and management skills for diverse organizational settings.

Local site visits and educational travel to cities and other destinations within the geographic region of the host institution, or to a different region, should provide opportunities to observe varied aspects of American life and discuss issues raised in the academic program. The program should also include opportunities for the participants to meet American citizens from a variety of backgrounds, to interact with their peers, and to speak to appropriate student and civic groups about their experiences and life in their home country.

All aspects of the program, including presentations and other class work, readings, writing assignments, leadership training, community service, and site visits should be integrated so as to illuminate the overall institute theme or themes, and contribute to the understanding of the United States. The conception and structure of the Institutes' programs are the responsibility of the recipient. It is essential that proposals provide a full, detailed, and comprehensive narrative describing how the recipient and/or host institutions will achieve the objectives of the Institute. The proposal must include a draft of the academic program, including lectures, discussions, presentations, etc. The proposal will be reviewed on the basis of its completeness, coherence, clarity, and attention to detail.

**Please note:** The Branch for the Study of the United States will review and confirm the agenda and syllabi for each of the Institutes, and may request that the recipient make modifications to the academic residency and/or educational travel components of the program. Similarly, the recipient, in consultation with the Branch for the Study of the United States, may also wish to make program modifications.

### B. Program Dates

Each Institute should be five weeks in length. The three summer programs should begin on the same date in July, 2011, while the three winter programs should begin on the same date in January, 2012.

### C. Program Administration

Proposals should include a staffing pattern that details how staff will share responsibilities. The recipient must designate a **project director** to oversee all of the Institutes. The project director will coordinate logistical and administrative arrangements, ensure an appropriate level of continuity among the various host institution programs, and serve as the principal liaison between ECA and the host institutions and thus, ECA's primary point of contact. The recipient should also designate **academic directors** at each host institution who will be present throughout the programs in their entirety to ensure the continuity, coherence, and integration of all aspects of the academic program, including the study tour. The academic director will plan and implement the program, oversee its day-to-day management, and monitor program participants. In addition, **administrative directors** or coordinators should be assigned at each host institution to oversee all student support services, including supervision of the program participants, budgetary, logistical, and other administrative arrangements.

The recipient should also retain qualified undergraduate or graduate peer mentors or escorts at each host institution who exhibit cultural sensitivity, an understanding of the program's objectives, and a willingness to accompany the participants for the duration of the program, to the extent feasible. Since three of the six programs will be conducted in Spanish, it is imperative for those programs that all principal staff members are fluent in Spanish. Arrangements for professionally-trained, Spanish-English interpreters should be made for guest speakers, local site visits, and other circumstances when needed.

### D. Participants

U.S. Embassies and Fulbright Commissions will identify and nominate candidates for the programs, and ECA's Branch for the Study of the United States will make final selections. ECA will send the final list to the recipient. The recipient will not participate in the selection of participants.

The participants will be highly motivated undergraduates from colleges, universities, and other institutions of higher education, who demonstrate leadership through academic work, community involvement, and extracurricular activities. Their fields of study will be varied, and will include the sciences, social sciences, humanities, education, business, and other professional fields.

Participants will be recruited from indigenous, Afro-Latino, and other historically underserved communities. Every effort will be made to select a balanced mix of male and female participants, and to recruit participants who are from non-elite or underprivileged backgrounds, from both rural and urban sectors, and have had little or no prior experience in the United States or elsewhere outside their home country.

Each Institute will host up to 20 participants, for a total of approximately 120 undergraduate students. Participating countries will be determined by ECA, in consultation with Public Affairs Sections at U.S. embassies abroad. ECA reserves the right to amend or modify the list of participating countries should conditions change or if other countries are identified as priorities. ECA anticipates that participation in the six institutes will be organized as follows:

### Winter Institutes

- 1) Bolivia, Peru, and Paraguay - *conducted in Spanish*
- 2) Argentina, Chile, and Uruguay - *conducted in English*
- 3) Brazil - *conducted in English*

### Summer Institutes

- 4) Guatemala and Mexico - *conducted in Spanish*
- 5) Costa Rica, the Dominican Republic, El Salvador, Honduras, Nicaragua, and Panama - *conducted in Spanish*
- 6) Colombia, Ecuador, and Venezuela - *conducted in English*

### E. Academic Residency

The academic residency component of each Institute should:

- Focus on U.S. History, Government, Institutions, Culture, and Society. The history component should provide an overview of the first settlements in the Americas, Native Americans (from the 16<sup>th</sup> century to today), the American Revolution, the Civil War, suffrage, labor movements, civil rights, religious pluralism, and other key topics. The government component should seek to explain the U.S. Constitution and Bill of Rights, the federal system of government, elections, the court system, etc. The culture and society components should seek to explain American culture and the key historical events that have influenced it. Additionally, the host institution should recruit a guest lecturer and/or core faculty member who has the capacity to discuss bilateral relations between the U.S. and the participants' home countries, although this should not be the main focus.
- Include at least two leadership training sessions per week that should serve to both develop and enhance participants' leadership and collective problem-solving skills, and inspire participants to apply them. These workshops should be creative, highly interactive, and team-oriented. They should require input and contribution from all participants, and provide students with basic leadership skills. The recipient should select a core leadership text, along with other leadership teaching materials (academic articles, case studies, etc.), to be used by all host institutions. While each Institute will rely upon the strengths of its leadership facilitator(s), the leadership theories and key texts should be shared among the six Institutes.
- Explore the concept of civic engagement in the U.S. and the importance that Americans place on volunteerism by including at least one hands-on volunteer activity per week with a local nonprofit or community organization. It is possible to combine some of these sessions with leadership training (referenced above), when appropriate.
- Not simply replicate an existing lecture course, survey, or seminar designed for U.S. students.
- Take into account that the participants may have limited prior knowledge of the United States and varying degrees of experience in expressing their opinions.

- Consist of a carefully integrated series of lectures, panel presentations, seminar discussions, debates, individual and group classroom activities, and reading assignments. Sessions should be interactive and allow time for the collegial exchange of views among participants and presenters.
- Expose participants to a variety of presenters representing diverse backgrounds, viewpoints, and occupational fields on the topics and issues to be explored. In addition to host colleges or university faculty and professionals from the region where the Institute takes place (e.g., in government, media, religious and civic organizations), course presenters should include outstanding scholars and other professional experts from throughout the United States, as appropriate.
- Include a bibliography of readings, preferably annotated, for the various program components (government, history, culture, leadership, etc.). The recipient should choose one leadership text, in consultation with the host institutions. Additionally, host institutions should incorporate texts on U.S. government and history as well as articles and other reference materials on the various topics to be discussed.
- Include day trips or optional weekend excursions, designed to reinforce the academic curriculum, to various local and nearby locations, including historical sites, schools, places of worship, newspapers, etc.
- Be intensive, yet leave sufficient free time for pursuing individual interests, socializing with fellow participants and American students, exercising, and relaxing. The program schedule should also include adequate time for reading and preparation of class assignments. ECA recommends leaving one unscheduled morning or afternoon per week. ECA encourages supervised cultural and weekend activities (such as group nights at the theater, concerts, sporting events, and city tours) that offer the students opportunities to experience the diversity of the United States, while fostering group cohesion. Most evening and weekend activities should be optional and listed as such on the program schedule provided to participants.
- Promote the Bureau's goal of increasing mutual understanding between the people of the United States and the people of other countries and facilitate participant interaction with American students, scholars, and community members. To fulfill this goal, host institutions should strive to include the following program components:
  - A weekend-long homestay with a local family;
  - A cultural fair where participants can present on their country's history and culture to each other and to the campus and surrounding community;
  - A buddy or mentor system where international participants are paired with host institution students for recreational evening and weekend activities;
  - When possible, a few graduate students or program coordinators should assist the program and live with the participants in the dormitories in order to provide support, friendship, and transportation, when necessary;
  - Informal sports matches (soccer, volleyball, etc.), or other group activities, between the participants and local students or community residents;

- When requested, facilitate informal meetings between participants and host institution academics who teach courses in the areas of the participants' fields of interest (this could be helpful to them as they plan their graduate studies); and
- Other related activities with ECA approval.

#### F. Educational Travel

The integrated study tour for each Institute should:

- Be an integral part of the Institute and should directly complement and reinforce the academic residency program. The proposal should explain how the site visits and presentations included in the integrated study tour relate to the Institute's academic objectives and subject matter.
- Be arranged and led by the academic director for each Institute and principal Institute staff. All staff that will be working on this component as managers or escorts should be clearly identified in the proposal.
- Last approximately one week, including a concluding program in Washington, D.C. The study tour may take participants to another city or location within the same geographic region, or, budget permitting, may take participants to a different geographic region to explore more of American diversity. The agenda for these educational visits should include an appropriate mix of professional-level meetings (local, state, or federal government offices, international organizations, NGOs, etc.), visits to cultural institutions, and recreational activities.
- Conclude in Washington, D.C. with a 3 day conference for all institute participants (up to 60 participants in the summer and up to 60 in the winter). The conference will include a three-hour session with Department of State officials; the program officer responsible for the Institutes will assist in making the arrangements for this session. The conference should also include appropriate workshops, seminars, and site visits that further complement and reinforce the academic themes explored during the program.

#### G. Logistical Considerations

The proposal should discuss your institution's and your sub-grantees' capacities to successfully manage this international exchange program and should include institutional strengths, such as faculty, libraries, relevant departments, and major administrative units.

- Housing and meal arrangements are an important dimension of program planning and must be discussed in detail in the proposal. In general, housing arrangements should be similar to those provided to U.S. graduate students. Walking distance to daily classes should be taken into account. At a minimum, each participant should have a private bedroom, but 2 or 3 participants may be asked to share bathrooms. During the travel program, participants may be asked to share double rooms. If possible, participants will have access to kitchen facilities, either in their own rooms or in a common room. A combination of a cash allowance for food, which will permit them to cook or eat at local restaurants, combined with a cafeteria meal plan, is strongly recommended. Participants should receive up to the U.S. Government per diem rate

for meals and incidental expenses at the various program locales. See <http://www.gsa.gov/perdiem> for current U.S. Government per diem rates.

- Pre-departure materials should be available to participants via an Institute website at least eight weeks before the start of the program. It is expected that during the program the website will be updated regularly to provide changes in the program schedule, readings, photos of institute activities, and other useful information.
- An administrative orientation to the United States and to the host institution campus for the participants should address administrative details of the program, identify campus and local resources, and provide general information that will facilitate the participants' adjustment to daily life in a new cultural environment. Important topics will be security, medical problems, and availability of foods to which participants are accustomed, or which meet specific dietary requirements.
- An academic orientation should provide participants with a concise overview of the program, including principal objectives and major themes. The academic director should also use this opportunity to discuss guidelines for class participation that encourage active participation by all class members, respect for the views of other participants, concise comments and questions that keep the students on-topic, and other ground rules that will promote effective class discussion throughout the program.
- Opening and closing events (e.g., luncheon, dinner or reception) should formally inaugurate the program, inviting interested college/university and community representatives and DoS staff. The end of the program should include a presentation of certificates of participation, remarks, and formal farewells.
- Access to resources should be arranged, including campus libraries, computer and internet facilities, local and national newspapers and periodicals, as well as radio and television. A formal orientation to library services should be conducted during the first week of the program, and computer training and technical support should be provided for those participants who require it.
- Evaluations should be conducted on a regular basis to ensure that academic, administrative, and personal problems are acted upon promptly. At the conclusion of the Institute, a formal evaluation session should permit participants to comment on all aspects of the program.

**Please note:**

All participants must comply with the terms of the J-1 visa regarding their length of stay in the U.S. Additionally, the Program Office (the J visa sponsor) requires that all participants arrive and depart the U.S. on the scheduled dates of the institute; no independent travel is permitted before, during, or after the institute.

Participant travel to visit family or friends during the program will NOT be permitted. Family or friends may be permitted to visit the participants while the latter are in residence at the host institution, at the discretion of the recipient and in consultation with DoS, provided that such visits will not prove disruptive to the program. At no time will family or friends be permitted to accompany the participants during scheduled program activities, whether such activities are mandatory or optional.

Institute staff should arrange to escort all participants to airports for their return travel, and to remain at the airport until the students have checked in and entered the security departure area.

## H. Monitoring and Evaluation

Please refer to the RFGP for detailed instructions.

## I. Alumni Outreach and Follow-on Activities

Continued engagement with alumni is critical for the long-term success of the program and ensures that Bureau-supported programs are not isolated events. Proposed follow-on activities for alumni must be developed in close consultation with ECA and Public Affairs Sections, must reflect the goals and objectives of the program, and must contribute to overall ECA goals to foster mutual understanding between the people of the target countries and the United States. Proposals should include an outline of, and timeline for, follow-on alumni programming, information on how it will be coordinated with existing alumni efforts, and a description of how long-term linkages with alumni will be fostered and maintained. Proposals should also explain how these activities will be integrated with initiatives for alumni of other ECA programs.

Alumni activities should be financed using the line item budgeted for follow-on activities as well as significant cost-sharing by the applicant organization. The applicant organization can budget up to \$2,000/institute, or approximately \$12,000 total, for follow-on activities. This amount is listed below in the sample budget.

Please visit [http://exchanges.state.gov/pro-admin/pdfs/alumni\\_oande.pdf](http://exchanges.state.gov/pro-admin/pdfs/alumni_oande.pdf) for detailed information on ECA's alumni outreach and engagement strategy, and refer to the enclosed Proposal Submission Instructions (PSI) document for ECA's general policy for and guidance on alumni engagement.

Some ideas for alumni engagement include:

- Coordinate an alumni conference in the region.
- Conduct workshops at participants' home universities or in their communities.
- Support alumni networks in participants' home countries.
- Conduct mini-grant competitions that support alumni projects.
- Encourage alumni to join Bureau websites such as the Study of the U.S. Institutes community on the State Alumni website.
- Engage alumni through posting discussion threads to the Study of the U.S. Community on State Alumni.
- Host live web chats (on the State Alumni website) to follow-up on topics addressed and questions raised during the institutes.
- Advise alumni in future research, studies, or employment.

## III. BUDGET

All budget guidelines must be followed. The budget should indicate any cost sharing in the form of in-kind or

cash contributions to the program from sources other than the Department of State. See standard guidelines (PSI) in the Solicitation Package for information on cost sharing and the cost of audits.

Based on a group of approximately 120 participants, the total DoS-funded budget (including both program and administrative costs) should not exceed \$1,440,000. Significant cost sharing is expected and will enhance the proposal. While there is no rigid ratio of administrative to program costs, the Bureau urges applicant organizations to keep administrative costs as low and reasonable as possible. Proposals should show strong administrative cost sharing contributions from the applicant organization and other sources. The Bureau reserves the right to reduce, revise, or increase proposal budgets based on the needs of the program and the availability of U.S. Government funding.

In order, the budget should include a 1) summary budget; 2) comprehensive line-item budget; 3) separate budgets for sub-awardees; and 4) budget narrative.

**1. The summary budget** should clearly indicate the following:

	ECA	Cost Sharing	Total
<b>PROGRAM COSTS</b>			
Program Costs Per Participant			
<b>ADMINISTRATIVE COSTS</b>			
Administrative Costs Per Participant			
<b>TOTAL COSTS</b>			
Total Costs Per Participant			

**2. The comprehensive, line-item budget** should include both administrative and program costs for the grantee and sub-grantee organizations. In addition, separate sub-budgets for each sub-grantee should be included. Applicants are urged to be as detailed and specific as possible, adding line items if needed.

Item	ECA	Cost Sharing	Total Funds Requested
<b>I. ADMINISTRATIVE COSTS</b>			
<b>A. Direct costs</b> ( <i>Salaries, benefits, support services and staff</i> )			
1. Salaries			
Person One( <i>For each person, list institute title, e.g. Project Director</i> )			
b. Person Two			
c. Person Three			
d. <i>Add as many lines as necessary</i>			
2. Fringe Benefits			
a. Person One			
b. Person Two			
c. Person Three			
d. <i>Add as many lines as necessary</i>			

Item	ECA	Cost Sharing	Total Funds Requested
<b>B. Other Direct Expenses</b> ( <i>Telephone, fax, postage, copying, printing, office supplies, etc.</i> )			
Subtotal of Direct Costs			
<b>C. Indirect Costs</b>			
Total Administrative Costs			
<b>II. PROGRAM COSTS</b>			
<b>A. General Program Costs</b> ( <i>costs that do not vary according to the number of participants</i> )			
1. Honoraria ( <i>Except for special circumstances, honoraria for speakers who are not being compensated on a salaried basis should not exceed \$250/day, per speaker</i> )			
a. Speaker One ( <i>name; rate times # days</i> )			
b. Speaker Two ( <i>name; rate times # days</i> )			
c. <i>Add as many lines as necessary</i>			
2. Per Diem for Guest Speakers – Where Applicable ( <i>Per diem costs for guest speakers should not exceed prevailing U.S. Government rates</i> )			
a. Speaker One ( <i>name; rate times # days</i> )			
b. Speaker Two ( <i>name; rate times # days</i> )			
c. <i>Add as many lines as necessary</i>			
3. Films/Educational Materials ( <i>Film and video rentals, educational materials and other curricular needs for the program, as appropriate.</i> )			
4. Web Hosting ( <i>Costs associated with publishing the institute website – not to include salary for the webmaster, which should be included under administrative costs, above.</i> )			
5. Ground Transportation ( <i>Participant airport transfers upon arrival and departure, bus or van rentals, taxis, etc.</i> )			
6. Working luncheons / Farewell dinner ( <i>Only two events are allowable for direct U.S. Government support. Cost of any additional events must be absorbed by recipient. Please specify events and indicate cost per person.</i> )			
7. University Staff Escort Per Diem Costs ( <i>Rates may not exceed established U.S. government per diem rates.</i> )			
a. City One Per Diem ( <i>please name</i> ) ( <i>Rate times # of escorts times # of days</i> )			

Item	ECA	Cost Sharing	Total Funds Requested
b. City Two Per Diem ( <i>please name</i> ) ( <i>Rate times # of escorts times # of days</i> )			
c. <i>Add as many lines as necessary</i>			
8. One Day Pre-program Staff Briefing in Washington, DC for Program Director and/or Key Administrative Staff Member			
a. Round Trip Airfare ( <i>fare times # persons</i> )			
b. Per Diem ( <i>rate times # persons</i> )			
9. Study of the U.S. Institute follow-on activities, including university staff travel ( <i>suggested amount of \$12,000 for 6 institutes</i> )			
<b>Subtotal Section II A (General Program Costs)</b>			
1. Academic Residency Per Diem			
a. Lodging ( <i>Rate times # days times # participants</i> )			
b. Meals & Incidentals ( <i>Rate times # days times # participants</i> )			
2. Tour Per Diem By City ( <i>In order to keep costs down, organizers may wish to house two participants in each room for the tour segment.</i> )			
a. City One Per Diem ( <i>please specify name of city</i> ) ( <i>Rate times # nights times # participants</i> )			
b. City Two Per Diem ( <i>please specify name of city</i> ) ( <i>Rate times # nights times # participants</i> )			
c. <i>Add as many lines as necessary</i>			
3. Required Institute Textbooks and Materials Purchased for the Participants			
4. Pre-paid cell phones, with texting plans, for each participant (to be collected at the conclusion of each institute and used in subsequent years)			
5. Participant Personal Book / Cultural Allowance ( <i>A suggested \$200 per participant for the purchase of U.S. studies books and materials of personal / professional use, and for admissions to cultural events of personal interest.</i> )			
5. Participant Admissions ( <i>In addition to item 4 above, these are cultural activities planned for the group as part of the institute program, either during academic or study tour segments – please indicate cost times # participants</i> )			
6. Certificates of Participation ( <i>Please specify cost times # participants</i> )			
7. Participant Personal Mailing Allowance ( <i>A suggested \$100 per participant to cover costs of shipping program related books and materials</i> )			

Item	ECA	Cost Sharing	Total Funds Requested
8. <u>Optional</u> Pre-Departure Mailing (In case the host institution chooses to mail books / materials to the grantees prior to the program please specify amount times number of participants)			
9. Tax Withholding Requirements (if applicable) (All of the amounts listed in the line items above should be the totals <u>after</u> any applicable taxes have been withheld. Please include in this line item any taxes to be withheld.)			
<b>Subtotal Section II B (Participant Program Costs)</b>			
1. University Staff/Escort Travel (Please include detailed listing of airfare for the study tour – indicate fare times # staff/escorts)			
2. Participant Travel During Study Tour (Please indicate fare rate times # participants)			
3. Guest Speaker Travel			
<b>Sub-total Section II C</b>			
<b>Total Program Costs (Section II - A, B and C)</b>			
<b>Total Institute Costs (Sections I and II)</b>			

3. **Separate budgets for sub-awardees** should be included and should resemble the comprehensive line-item budget for the recipient.

4. **The budget narrative** concisely explains how costs were calculated and the rationale for including them in the budget.

#### IV. REVIEW PROCESS

Technically eligible applications will be reviewed competitively according to the criteria stated in the RFGP.

#### V. APPLICATION SUBMISSION

##### A. Proposal Contents

Applicants should submit a complete and thorough proposal describing the program in a convincing and comprehensive manner. Since there is no opportunity for applicants to meet with reviewing officials, the proposal should respond to the criteria set forth in the solicitation and other guidelines as clearly as possible.

Proposals should address succinctly, but completely, the elements described below and must follow all format requirements. Proposals should include the following items:

*TAB A - Application for Federal Assistance Cover Sheet (SF-424)*

*TAB B - Executive Summary*

In one double-spaced page, provide the following information about the project:

1. Name of organization/participating institutions
2. Beginning and ending dates of the program
3. Proposed theme
4. Nature of activity
5. Funding level requested from the Bureau, total program cost, total cost-sharing from applicant and other sources
6. Scope and Goals
  - a. Number and description of participants
  - b. Wider audience benefiting from program (overall impact)
  - c. Geographic diversity of program, both U.S. and overseas
  - d. Fields covered
  - e. Anticipated results (short and long-term)

*TAB C*

*Narrative*

In 20 double-spaced, single-sided pages, provide a detailed description of the project addressing the areas listed below.

1. Vision (statement of need, objectives, goals, benefits)
2. Participating Organizations
3. Program Activities (advertisement, recruitment, orientation, academic component, cultural program, participant monitoring)
4. Program Evaluation
5. Follow-on
6. Project Management
7. Work Plan/Time Frame

*TAB D - Budget Submission*

- 1.) Budget Information – Non-Construction Programs (SF-424A)
- 2.) Detailed Budget
  - a. Summary budget
  - b. Comprehensive line-item budget
  - c. Budget Narrative

*TAB E*

*Calendar of activities/itinerary*

*Syllabi (optional)*

*Letters of endorsement and commitment*

### *Resumes*

Resumes of all key staff should be included in the submission. No resume should exceed two pages.

### *TAB F*

1.) SF-424B, "Assurances - Nonconstruction Programs".

2.) First time applicant organizations and organizations which have not received an assistance award (grant or cooperative agreement) from the Bureau during the past three (3) years, must submit as an attachment to this form the following: (a) one copy of their Charter OR Articles of Incorporation; (b) a list of the current Board of Directors; and (c) current financial statements. Note: The Bureau retains the right to ask for additional documentation of those items included on this form.

3.) **Please note:** Effective January 7, 2009, all applicants for ECA federal assistance awards must include in their application the names of directors and/or senior executives (current officers, trustees, and key employees, regardless of amount of compensation). In fulfilling this requirement, applicants must submit information in one of the following ways:

Those who file Internal Revenue Service Form 990, "Return of Organization Exempt From Income Tax," must include a copy of relevant portions of this form.

Those who do not file IRS Form 990 must submit information above in the format of their choice.

In addition to final program reporting requirements, award recipients will also be required to submit a one-page document, derived from their program reports, listing and describing their grant activities. For award recipients, the names of directors and/or senior executives (current officers, trustees, and key employees), as well as the one- page description of grant activities, will be transmitted by the State Department to OMB, along with other information required by the Federal Funding Accountability and Transparency Act (FFATA), and will be made available to the public by the Office of Management and Budget on its USASpending.gov website as part of ECA's FFATA reporting requirements.

4.) Include other attachments, if applicable, i.e. the SF-LLL form, etc.

## **B. Application Submission**

The RFGP provides detailed instructions regarding the shipment and deadline for

submission of your proposal. For further information regarding this program, call Program Officer Amy M. Rustan in ECA/A/E/USS at (202) 632-3337; Fax: (202) 632-9411; email: RustanAM@state.gov.